DOCUMENT RESUME

ED 072 407 CS 000 320

AUTHOR	Cheyney, Arnold B.
TITLE	Teaching Reading Skills through the Newspaper. Reading Aids Series.
INSTITUTION	International Reading Association, Newark, Del.
PUB DATE	71
NOTE	56p.
AVAILABLE FROM	International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Composition (Literary); *Critical Reading; Elementary Education; Listening Skills; *Newspapers; Oral Reading; Propaganda; Reading Comprehension; *Reading Instruction; *Reading Skills; Secondary Education; Silent Reading; Speaking Activities; Student Attitudes; *Teaching Methods; Vocabulary Development; Word Recognition; Word Study Skills

ABSTRACT

Teachers may capitalize on the popularity and availability of the newspaper to increase the reading abilities of their elementary and secondary school students. Vocabulary, word attack, and comprehension skills can be learned through the newspaper from primary grades through high school. One major emphasis should be the development of students' analytical and critical reading skills. Because of the immense variety of subject matter to be found in the newspaper, each student may find something to hold his interest. A directed-reading lesson might focus on encouraging receptivity, guiding silent reading, guiding skill development, guiding silent and oral rereading, and various continuing activities. Other lessons might focus on using the newspaper to teach comprehension, to analyze propaganda, to develop vocabulary and word identification skills, or to develop appropriate reading rates. Considering reading as part of the total language process, the newspaper may also be used for listening, speaking, and writing activities. (An appendix contains a list of books and materials and a list of periodical articles dealing with the teaching of newspaper reading.) (DD)

ED 072407

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Reading Aids Series

CHARLES T. MANGRUM, *Editor*
University of Miami

TEACHING READING SKILLS THROUGH THE NEWSPAPER

Arnold B. Cheyney
University of Miami

An IRA Service Bulletin

Published by the

INTERNATIONAL READING ASSOCIATION • Newark, Delaware

INTERNATIONAL READING ASSOCIATION

OFFICERS
1971-1972

President Theodore L. Harris, University of Puget Sound, Tacoma, Washington
President-Elect William K. Durr, Michigan State University, East Lansing, Michigan
Past President Donald L. Cleland, University of Pittsburgh, Pittsburgh, Pennsylvania

DIRECTORS

Term expiring Spring 1972
Thomas C. Barrett, University of Wisconsin, Madison, Wisconsin
Constance M. McCullough, San Francisco State College, San Francisco, California
Eileen E. Sargent, Nicolet Union High School, Milwaukee, Wisconsin

Term expiring Spring 1973
Marjorie S. Johnson, Temple University, Philadelphia, Pennsylvania
Robert Karlin, Queens College, City University of New York, Flushing, New York
Olive S. Niles, State Department of Education, Hartford, Connecticut

Term expiring Spring 1974
William Eller, State University of New York, Buffalo, New York
William J. Iverson, Stanford University, Stanford, California
Eunice Shaed Newton, Howard University, Washington, D.C.

Executive Secretary-Treasurer Ralph C. Staiger, University of Delaware, Newark, Delaware
Assistant Executive Secretary Ronald W. Mitchell, International Reading Association, Newark, Delaware
Publications Coordinator Faye R. Branca, International Reading Association, Newark, Delaware

Copyright 1971 by the International Reading Association, Inc.
All rights reserved
Printed in the United States of America
Library of Congress Catalog Card Number: 75-179342
Second Printing April 1972

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
International Reading Association
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CONTENTS

Foreword v

Introduction vi

1 Why the Newspaper?

3 Why Reading?

7 Teaching a Reading Lesson with the Newspaper

12 Developing Critical Readers

27 Developing Vocabulary and Word Identification Skills

36 Developing Appropriate Reading Rates

41 Reading and the Language Arts

46 Appendix

- Books and Materials
- Periodicals

The International Reading Association attempts through its publications to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

FOREWORD

The newspaper is the most accessible medium of print throughout the world. It is the most current and, in one sense, the most vital of printed media. Yet newspaper reading habits and skills vary tremendously. Why is this so?

Many reasons might be cited--differing literacy levels, differences in individual interests, preference for other news media such as TV and radio, and others. But perhaps the overriding reason why people do not read the newspaper habitually and more effectively is because the schools have underestimated its real instructional potential.

This Reading Aid should serve as an effective antidote to such a miscalculation. It fairly bristles with concrete suggestions for making newspaper reading an integral part of the reading program. It shows how the newspaper can be used to develop virtually the entire range of reading skills. It shows, for example, how understanding newspaper style can aid in detecting the organization of ideas in reading and in promoting flexible reading habits. Further, it demonstrates that newspaper reading can and should become a rewarding daily habit. For while many schools have for years used such helpful school newspaper materials as *My Weekly Reader*, inducting pupils into the realities of the local newspaper is essential to build and keep alive the critical reading skills and attitudes so needed today. *Teaching Reading Skills Through the Newspaper* will help any teacher accomplish such purposes.

THEODORE L. HARRIS, *President*
International Reading Association
1971-1972

INTRODUCTION

The newspaper is the most widely and consistently read piece of literature published. It should, therefore, have a prominent place in the school curriculum. Much can be taught from the newspaper because it contains much. Besides material for teaching reading skills, there are arithmetic problems, science information, historical events, entertainment features, and a panorama of societal needs and challenges.

In this publication the teacher of elementary and secondary students will find techniques for developing reading skills among both reluctant and superior readers. The point made in the text which bears reiteration is that being able to read is not enough. What we as teachers must do is help students develop themselves into readers who can and do read. Perhaps the continued development of reading skills, using the newspaper as a medium, will start many students into the gratifying habit of daily reading on their own.

My special thanks go to a number of people who have given invaluable aid in this project: Delphine Presutti who helped in the original bibliographic work; Charles Sherwood who read the manuscript and made valuable suggestions; Carlton H. Lowe and Stephen P. Clifford who assisted in many ways; Don Wright, Pulitzer Prize winner and editorial cartoonist with the *Miami News*, who allowed us to reprint several of his excellent drawings; and Charles T. Mangrum II who encouraged me in this project.

ABC

Chapter 1

WHY THE NEWSPAPER?

A PUBLISHING FIRM in New York City sells a 600-page publication every day to anyone who wants to buy it for only twenty-five cents. Sound incredible? It is true.

Each day more than a million words are amassed by the editors of the *New York Times.* Approximately 185,000 of these words become a daily paper—enough words to fill a 600-page book every day of the week.

The low cost of the newspaper is phenomenal. A little over one hundred years ago there were 3,000 papers selling for one cent per copy. Today most papers sell for around ten cents. This cost increase is approximately one cent a decade; yet the size of newspapers has increased from one page to 70 or more, resulting in an actual reduction in price. The newspaper has quite possibly been consistently the best buy of the century.

Obviously, more people read newspapers on a systematic basis than books, even though most of us learned to read through the medium of books. It could be hypothesized that using the newspaper as content for teaching reading skills could have the concomitant effect of producing future adults who read more newspapers—and books and magazines—with interest, discrimination, and comprehension. If the major purpose of teaching reading skills is to produce children who *can* read, then most any material will do. If our primary concern is to generate readers who *do* read, then materials take on added importance.

In addition to its low cost and availability, the newspaper is contemporary and offers a variety of interesting material from news to puzzles and recipes. The newspaper accommodates a wide level of reading abilities generally ranging from fifth to twelfth grade, and can be marked and disposed of with little concern for cost. The newspaper, in short, makes excellent material for classroom instruction.

Interest is growing on the part of the newspaper industry to serve the public schools. While some of this interest is undoubtedly motivated by a need to enlarge future circulation, newspaper editors and publishers are perhaps more aware of the need for a free and independent press in our

democratic society than is the general public. Freedom of the press is one of the cornerstones of the democratic process following closely behind the Constitution and the Bill of Rights.

Sallie Whelan in *Editor and Publisher* points out this growing interest on the part of newspaper publishers to reach the children and youth in the public schools: "*ANPA* Foundation* surveys show that 350 newspapers have local programs which involve more than 47,000 teachers, 17,000 schools, 3 million students, and nearly 68 million copies annually of daily newspapers."

*American Newspaper Publishers Association Foundation. See bibliography for materials and activities sponsored by the Foundation.

Chapter 2

WHY READING?

A NUMBER OF REASONS exist for the broad treatment of reading as a skill in the context of this publication. The newspaper has a functional use in all grades–kindergarten through high school. Although preschool children are not normally taught specific reading skills which take them directly into interpreting written material, the children can be led to discover the various values of the newspaper and the fact that the symbols have a message for people.

The Associated Press carried a news item recently about Betty Jenkins, a kindergarten-first grade teacher in Honolulu whose children were learning their ABCs from the newspaper by cutting out pictures to place under headings, such as "It Makes Us Happy" and "It Makes Us Sad," and were learning about various occupations from the classified advertisements.

A little creative thought can bring out many techniques for using the newspaper in the preschool program: matching lowercase and uppercase letters; finding words already known, such as *Tide, Kellogg's* or *Coca Cola;* using the paper for tempera and crayon painting and drawing; cutting and pasting activities, such as making an alphabet book in which each page has a variety of type faces and sizes of the same letter; recognizing top, middle, and bottom of the paper; making up stories about the comics before the words are read aloud; and learning left-to-right progression by following the teacher's instruction and example.

Although most students can read by the time they reach high school, they can improve various aspects of their reading skills. The ability to read between the lines, make critical judgments, compare one newspaper's stance with another's–these and many other abilities require constant attention as does the development of an abiding interest in wide reading.

There is no one best method to teach students to read. Students vary in the way they best assimilate and accommodate information intellectually. Most any reading method is applicable with the newspaper since the newspaper provides high-interest content. At preschool and primary levels the newspaper is a source of language development through discussion activities. Out of the discussion can come charts which are the mainstay of the

language experience approach to reading. The pictures of animals and various vehicles can provide the topic for a writing project and also can be the source of movement activities which give depth to concept development.

In order to understand what the written symbols stand for, students must have adequate language experiences as background to relate information meaningfully within their mental processing. In this context, reading is considered part of the total language process, dependent on developing listening skills, involved with oral language abilities, and reinforced with writing skills. Reading, then, is the ability to comprehend written and pictorial symbols in such a way that the meaning is understood and used for making logical judgments. From the standpoint of this definition, students will not only be learning to read but will avail themselves of opportunities *to* read.

Vocabulary, word attack, and comprehension skills can be learned through the newspaper from primary grades through high school. Newspapers can be used for instruction in affixes, root words, vocabulary development, main ideas, details, alphabetizing, and following directions. Geography, history, health, science, spelling, mathematics, music, and art can be explored as content areas.

Contemporary problems such as pollution, overpopulation, war, peace and economics are covered daily in the newspaper. This content is of vital interest to today's students, who often experience great concern for humanity and reach new plateaus of idealism. In turn, the format of the newspaper does not belittle the less skilled adolescent reader as might books written on lower reading levels.

The skills, techniques, and content for teaching reading with the newspaper cannot be cataloged by grade levels. The creative teacher can take a skill appropriate to a primary level in reading and adapt it to the reading skill needs of a high school student. For example, experience stories developed in the first grade using the newspaper as the stimulus can be put on charts for reading and study. With the underskilled reader in the high school the same kind of material can be typed for reading.

One major emphasis should be that of developing students' analytical and critical reading skills. Since newspaper reporters are unable to be completely objective in their writing (having the same human faults as do historians and other writers), it is extremely important that students obtain various points of view on the subjects of interest to themselves. Such broadening can be achieved by providing students with samples of papers from publishers around the country. Newspapers in public libraries offer excellent research possibilities in comparative reading of contemporary events.

The variety of subject matter found in the newspaper is staggering. There is much that will appeal to students and teachers. In preparation for writing this booklet, the writer compiled a running list of some of the items appearing in one issue of the *New York Times.* Consider what a teacher could do with such an array of material.

- News (local, state, national, international)
- News Index
- Weather Reports and Forecasts
- Advertisements (cruises, dining, clothes, jewelry, houseware, furniture, books, shoes, automobiles, food, airlines, sporting equipment, audio-visual products, banks, car leasing, office equipment, and others)
- Science (moon walk, seismometer readings)
- Sports (cross-country racing for women, basketball, football, tennis, horse racing, skiing, hockey, cricket)
- Theater (plays, films, ballet, musicals, opera, dance, concerts)
- Books (book reviews, listings of new books, book advertisements)
- News Summary and Index
- Quotation of the Day
- Editorials
- Letters to the Editor
- Deaths
- Bridge
- Legal Notices
- Human Interest Stories
- Things for Youngsters to Do (films, plays, puppet shows, music and dance, exhibitions)
- Business and Finance (stocks, bonds, mutual funds, savings, foreign exchange, market reports)
- Real Estate
- Career Training
- Business Opportunities
- Sales Help Wanted
- Television
- Radio
- Crossword Puzzles
- Movies
- Music
- Obituaries
- Society
- Transportation

United Nations Proceedings
Women's News
Art
Man in the News
Maps, Graphs, Illustrations (Flight Profile of Apollo 14)

The major purpose of the newspaper is inherent in its title—to present the current news to the public quickly, accurately, and inexpensively as soon after the occurrence as possible. The newspaper also makes clear the meaning of those happenings. A service function is provided to readers through want ads, real estate, and recreation sections and to advertisers through the business and advertising sections. Finally, the newspaper presents entertainment for its readers.

The specific purpose of this publication is to provide teachers with techniques for teaching reading skills using the newspaper as the medium. The suggestions are designed for use with students at all levels of reading ability, since all students can improve their reading skills to some degree.

Chapter 3

TEACHING A READING LESSON WITH THE NEWSPAPER

USING THE NEWSPAPER in the classroom can only be as effective as the planning that goes into the lesson. To further reading skill development, the students gain more if the teacher follows a flexible framework which leads the class toward specific goals. The following directed-reading lesson plan is one founded on sound psychological principles and one that has been used successfully by many teachers.

• Encouraging Receptivity

By the time unsuccessful readers get to high school, they have been "turned off" by the more formal aspects of reading skill development. More phonics and basal readers on their reading level do not offer much incentive. The more competent readers need a change from the textbook, too. The newspaper can put both groups in a receptive mood because the newspaper does not have to be read in the formal sense of reading a book in class. There is something of interest for every student someplace in the paper.

Encouraging receptivity to the newspaper reading matter is what we often classify as reading readiness, motivation, or establishing set. We want the students to be interested in reading what is in the paper. This aim can be pursued informally by passing out the newspaper and asking for comments as to what interests the students most in that edition. It can be, for example, a discussion of a specific news item from the front page or from the sports pages. The teacher may wish to use a visual aid to begin discussion, such as cutting out an editorial cartoon and inserting it with transparency film into a thermal copy machine. Within four seconds a transparency is available for use with the overhead projector.

There are other activities which can help students develop a more positive reception to the newspaper. Students can

locate material through the index on the front page,

relate experiences generated by skimming the paper for stories to be read,

relate sections to be read to those already studied,

speculate as to what might happen in some of the comic strips before turning to them,
learn the difficult vocabulary of a news story or item which the whole class is to read, and
set reading goals for the lesson with the teacher.

• Guiding Silent Reading

The first type of reading a student should do when encountering new material is silent. Silent reading is guided by the teacher through questions to be answered, opinions to be expressed, sequences of events to be identified, or comparisons to be made. Silent reading gives the student an opportunity to acquaint himself with the materials. Silent reading is also a much easier and less demanding task than oral reading. Reading orally without the benefit of a prior silent reading of the material can be a humiliating experience for some students who must first be given the opportunity to read silently.

Purposes for reading can be further identified as the teacher prepares students for the silent reading period. Such purposes include

reading for specific information,
finding facts,
making inferences,
searching for the central thought,
developing new interests,
associating past experiences with the material being read,
investigating the writer's biases,
following a sequence of ideas, or
clarifying concepts.

As the students read silently, the teacher gives individual help in word recognition skills or in discerning important facts. The silent guided reading session offers the teacher an excellent chance to get to know his students. Often the newspaper is the vehicle which will prompt an enlightening conversation with an individual which would never come out in a regular class discussion.

• Guiding Skill Development

Word recognition, comprehension, rate, and flexibility as well as other reading skills can all be developed with the newspaper. In the following chapters there are many activities that can be used with the newspaper in working effectively on these skills. Of major importance to student and teacher is an awareness of the strengths and weaknesses needing attention. If the student does not know where he needs to improve, then he cannot improve himself. Similarly, if the teacher does not know where student weaknesses are, the teacher cannot help the student improve. A teacher

must function as a reading diagnostician, a task which may be unnerving to teachers of subject matter areas who have had little or no background in the teaching of reading. The teacher of subject matter, however, can be of more help in diagnosing reading difficulities than he probably realizes. By keeping reading skills checklists, as shown on the sample pages which follow, he can obtain some degree of understanding of student strengths and weaknesses. The checklists are only representative of skills which can be selected for emphasis in the word recognition and comprehension areas. The actual checklist would be developed after considering the age and grade level of the students and the particular purposes for rea ling.

A checklist can be duplicated on 8" × 11" paper or written on 5" × 8" cards. It can be marked with checks to indicate deficiencies, or the spaces can be made large enough for comments on specific instances of reading problems. Students should have their own checklists, too. If they compare their checklists with the teacher's from time to time, meaningful goals can be set and a specific and meaningful program of skill development organized.*

• Guiding Rereading: Silent and Oral

The newspaper lends itself to rereading since the students often wish to share items of interest. This rereading may be silent or oral.

Some of the purposes for silent rereading are
telling accurately what has been read,
preparing a comic strip for dramatization,
gathering data for drawing an editorial cartoon,
answering specific questions, or
rereading for sheer enjoyment.

Some of the purposes for oral rereading are
documenting answers to questions brought up by other students,
reading aloud humorous incidents found while reading silently,
stimulating the interest of other class members, or
practicing reading with expression.

• Continuation Activities

Following the more formal aspects of a reading lesson with the newspaper, students should be encouraged and challenged to do other activities planned to strengthen their reading abilities. Some of the activities may be

*Diagnosis of reading abilities is basic to the development of skills in reading. Teachers must have some knowledge of where students are deficient in order to determine what must be done to help them improve. An excellent publication for evaluating student achievement levels in reading and methods the classroom teacher may use to find these levels is found in the Reading Aids Series publication by Marjorie Seddon Johnson and Roy A. Kress, *Informal Reading Inventories.* Newark, Delaware: International Reading Association, 1965.

Sample

READING SKILLS CHECKLIST

	Comprehension						Oral Reading			Silent Reading		
Pupils' Names	Main Ideas	Details	Sequence	Following Directions	Drawing Conclusions		Expression	Word by Word Reading		Lip Movement	Inappropriate Posture	Failure to Keep Place
Glenda												
Maria												
Eugene												
Howard												
Edith												
Wayne												

Sample

READING SKILLS CHECKLIST

	Word Identification						Vocabulary				Flexibility		
Pupils' Names	Context Clues	Phonic Analysis	Structural Analysis	Syllabication	Dictionary Word Pronunciation Skills		Sight	Context Clues for Meaning	Dictionary Word Meaning Skills		Adjusting Style to Purpose	Skimming	Rapid Reading
Dennis													
Harvey													
Irene													
Sarah													
Frank													
Jerome													

based on the deficiencies that the students and teacher have identified during oral and silent reading. Others might merely be practice for previously taught skills not yet at the automatic level of learned behavior. An extension of the previous reading might include

- browsing through other newspapers,
- concentrating on certain areas of reading in the newspaper such as science, editorials, and finance,
- writing short stories based on news items,
- dramatizing a comic strip series,
- interviewing a local reporter or person in the news for more background information,
- writing a background report on a well-known person or country in the news,
- doing a crossword puzzle, or
- clipping local, state, national, and international news items from the paper and arranging them appropriately on the bulletin board.

Chapter 4

DEVELOPING CRITICAL READERS

BEFORE A PERSON can become a critical reader of newspapers, he must understand the general message of the material he is reading. A number of factors influence comprehension and critical reading, the most important of which is general intelligence. Other factors are the limits of a meaningful vocabulary, the ability to organize material after reading, the rate of reading (reading so slowly as to forget or reading so fast as not to remember), the interest value to the reader, the background of the reader's experience for the particular material read, and the readability of the material (complexity of sentences or amount of white space between the lines).

• Comprehension

Two fundamentals underlie any lesson geared toward comprehension improvement. First, the teacher must be sure students have enough background experience to interpret adequately the material they are reading. To understand articles in the sports section on golf, for example, the students must understand terminology such as *drive, bogey,* and *cup;* and letters and words such as *PGA* and *Masters.* This background experience is developed in part during the Encouraging Receptivity portion of a directed reading lesson.

Second, the teacher must be sure students have a purpose for reading before the actual reading takes place. There must be discussion of what to read for, whether it be main ideas, details, or following directions. To comprehend adequately, students must be able to bring background information to the reading material and have some idea of their purpose for reading.

Comprehension skill is composed of several facets which can be taught in numerous ways with the newspaper.

Main ideas. The skill of comprehending the main idea can be taught by writing appropriate headlines for news stories that have been "decapitated." Testing situations can be set up by cutting the headline from a newspaper article and pasting the article on one side of a cardboard with the headline on the reverse side. As the numbered cardboards are passed around the room, the students read the article, write down their own headline on a numbered paper, and pass the cardboard to the next person. When all have finished writing their own headlines, the cardboards are turned over for a discussion of the differences between the headlines of the newspaper editors and those of the students.

Comprehending the main idea of a passage is basic in reading. Students need constant practice in stating the main ideas of selections in their own words or in finding the main sentence in the article, which is almost always the first sentence in a straight news story.

The five *Ws (who, what, where, when, why)* and *How* are the cornerstones of newspaper writing. Practice in finding the answers to these questions can improve getting the main idea of an article. Composition writing using who, what, where, when, why, and how as an outline will help students express themselves clearly and intelligently. Listening skill can be developed by using this outline, also. (See Chapter 7.)

Details. Students might search a newspaper article for answers to teacher developed questions such as:

Who lived on the Cayman Islands when Christopher Columbus arrived in 1503?
What is the population of the Cayman Islands?
Where are the Cayman Islands located?
When did Sir Francis Drake describe the Iguana?
Why would a visitor go to the Cayman Islands?
How did the Cayman Islands get their name?

Looking at a picture to locate details can be a helpful activity. Students may look at the picture for 30 seconds, cover it, and then list as many details as they can remember.

Duplicating an outline in which only the main ideas appear but where the details are to be found in the newspaper story can be a total class activity.

"Proving a Point" questions can make students more aware of how important details are in fully comprehending their reading. The answers to inferential questions often rely on details sometimes passed over in cursory reading. In drawing an inference, the reader must identify the details provided by the writer and infer or surmise from them details that are missing.

THE CAYMAN ISLANDS

Fishing, Diving and Tranquility on Three Little Edens

There is still at least one Caribbean island left which can be reached on scheduled airline flights from Miami, but at the same time can truly be called an Unspoiled Island.

The thing that makes an island unspoiled for knowledgeable Caribbean vacationers is that it has been largely untouched by the modern world and not overrun by hordes of tourists shopping for straw hats or sea shells.

The only trouble with unspoiled islands is that they are usually difficult to get to and from except by small boat or small chartered airplanes. That's what makes the Cayman Islands so unusual. They're in the British West Indies, about 178 miles northwest of Jamaica. They call it "the islands forgotten by time," but the scheduled airlines don't forget to stop.

ON GRAND CAYMAN vacationers' activities are concentrated on beachcombing, swimming, scuba diving, bone fishing and sailing. There are no synthetic native shows on the island. If you want to see native night life, you go to one of their bars or social dances held almost nightly where you can hear real calypso and do the Ska. Of course, there is no television and telephones are just going in. The British Broadcasting System keeps you well informed of events in the outside world, if you really have to know. There are only two motion picture theaters on the island and they show old films. Everything here gives you that relaxed away-from-it-all feeling you just can't get anywhere except on an out island.

IN THE OFFSHORE waters of Grand Cayman, Christopher Columbus in 1503 spotted an abundance of huge Green and Hawk's Bill sea turtles, and thus bestowed the name "Las Tortugas" (The Turtles) to the Island.

Back in Columbus' day, the only residents to be found on the Cayman Islands were the "giant lizards" roaming or lying in the sand beneath whispering Australian pines. "Caiman," the Carib Indian-Spanish word for a South American specie of alligator, is indeed a misnomer, but that's how the tranquil islands came by their name.

Large iguanas were mentioned in an account of Sir Francis Drake's voyage of 1586 in this manner: "There are on this island great serpents called 'Caqmanas' like large lizards, which are edible." Though they are still to be found on the Cayman Islands, it is doubted though that anyone eats them out of necessity. Some are kept as pets for the amusement and curiosity of tourists.

The Caymans at a Glance

SIZE: 101 square miles.
POPULATION: More than 10,000.
CAPITAL: Georgetown.
LANGUAGE: English
LOCATION: A one-hour jet flight from Miami, the Caymans are 178 miles west-northwest of Jamaica. Islands are accessible by two airlines from Miami.

For example, when reading about an outstanding quarterback on a professional football team, a student might infer that the player is an outstanding leader, not because the article specifically states the fact, but because of his masterful direction of his team in the suspenseful moments of a final quarter.

Sequence. One of the best ways to determine if a student can put things in sequence is to have him tell in sequential order what happened after reading an article or comic strip. The Sunday comics are especially helpful since they have more frames than the weekday issues. Daily comics of special interest can be cut out each day and pasted together in sequence. An excellent practice exercise with a comic strip is to paste the strip on cardboard, cut out the individual frames, shuffle them, and then place them in correct order on a chalkboard ledge or on a desk.

The following organizational guides can be used with appropriate articles and can be filled in by students to help them think sequentially and analytically.

What Happened?	Effects
News item: A plan to group and racially balance five schools suffered a serious setback last night when both black and white parents attacked it. **News item:** A long fight for a change in Senate rules to make it easier to choke off filibusters ended in failure Thursday. **News item:** Declaring that the state's tough marijuana laws have not worked, the president of the Senate joined the state's prosecuting attorneys Tuesday in urging a reduction in the penalty for first-time possession of marijuana.	(Students would fill in their answers on this side on the basis of what else is found in the article and on the basis of the results of their own thinking.)

Person or Company	Position or Product	Location	How it does or does not benefit the country
Richard Nixon	President of United States	Washington, D.C.	
NASA	Space probes	Houston, Texas	
U.S. Postal Service	Stamps	Washington, D.C.	

The Right Involved	What Commercial Interests Say	What the Government Says
News item: The attorney general defended the state's "tough" oil spill law at a cabinet meeting as shipping interests were attacking it in court as unconstitutional.		
News item: Patches of crude oil from a burning offshore drilling platform were found yesterday washed up on a 20-mile stretch of Louisiana's marshy coastline. The affected coastline includes the federal Wisner Wildlife Management Area that is the winter home of ducks and other species of birds.		

Following directions. The newspaper includes many sections which require following directions. These sections can be discussed and used as in the following examples:

preparing a classified advertisement,
doing a crossword puzzle,
following a recipe, or
playing bridge.

Predicting outcomes. The comic section is an excellent source to use in predicting outcomes. Students can predict what will happen to certain characters and prepare two or three possible conclusions based on past reading of the strip. Determining outcomes of courtroom cases or pending congressional bills; winners of the Academy Awards or the World Series; the stances taken by foreign countries who face deadlines for action—all of these problems await conclusions which can be predicted.

• Critical Readers*

Critical is defined as "a process characterized by careful and exact evaluation and judgment" or "to judge a matter severely." This kind of critical analysis must be taught with reading material used in the classroom. There are many voices to be heard and ideas to be accepted and

*See bibliography, Louis E. Raths, et al, *Teaching for Thinking.*

acted upon. Many writers use a variety of sometimes devious and subtle methods of thought control to accomplish their aims. To determine objectively just what and whom to believe requires the utmost skill and judgment.

Critical reading goes beyond the basic prerequisite of general comprehension skill by making fuller use of analytical thinking processes. This factor is particularly evident as one studies the following list* of important critical reading skills:

anticipating outcomes
classifying ideas
comparing and contrasting
distinguishing fact and opinion
drawing conclusions
establishing cause and effect
establishing sequence
generalizing
identifying and evaluating character traits
identifying and interpreting facts
interpreting figurative and idiomatic language
interpreting ideas implied but not stated
making inferences
making judgments
perceiving relationships
perceiving the real problem
reacting to the mood or tone of a selection
weighing validity of facts, particularly in a controversy

A prerequisite for developing critical reading skills is a vocabulary development program stressing the nuances of words. For example, to know that *run* means to move swiftly on your feet is only a beginning. There are over 150 uses of the word *run* illustrated in *The American Heritage Dictionary of the English Language:*

The cattle *ran* on good pasture all summer.
She *ran* through her mail.
The ferry *runs* every hour.
The street *ran* with blood.
Her stocking *ran.*
Gout *runs* in the family.
We *ran* into debt.
He *ran* his fingers over the keyboard.
I had the *run* of the library.

*Some teachers may wish to assign the more capable students the task of reading this chapter and cross checking the activities that can be used to teach the list.

Another requisite is the need to determine from many sources the best thinking on a point in question or an area of study. Newspapers whose editorial policy reflects one party's point of view or whose slant on the news tends toward the sensational limit the degree to which reading material can be critically analyzed.

Newspaper material must be constantly scrutinized and questioned if valid conclusions are to be formed. The questions below can serve as a starter for students. Questions such as these should be put on charts for constant reference when reading or discussing news items.

The Writer's Competency and Integrity

1. Is the writer an authority?
2. How does this writer know?
3. Does the writer make sense?

The Writer's Use of Sources and Evidence

4. What evidence is presented to document the assertions?
5. Is this fact or opinion?
6. Is anything missing?
7. What is the writer's purpose?
8. Does the writer have a hidden motive?

The Reader's Ability to Form, Revise, and Test Opinions

9. Are the premises valid?
10. Why are these facts important to me?
11. Do the conclusions necessarily follow?
12. What have others said about this topic?
13. Who stands to gain if I accept this without question?
14. Does my lack of knowledge keep me from accepting this?
15. Does my background make me intolerant of this point of view?
16. Is the information as true today as when it was written?
17. What more do I need to know before I come to my own conclusions?

Most reading authorities are in agreement that critical reading skills should begin to be taught at the preschool reading readiness level. Here pictures can be interpreted and put in sequence, details noted, generalizations made, and relationships determined. As an example of the latter, questions can be asked as to why Dennis the Menace's next door neighbor, Mr. Wilson, is always so unhappy when Dennis comes to the door.

Critical reading skills must continue to be taught throughout the elementary and high school years, as one never really arrives at perfection in these skills. Basic to continuing instruction is the necessity for numerous opportunities for students to express their ideas openly and freely. Critical analysis of material cannot be conducted in threatening situations in which the teacher does not allow for differences of opinion and belief.

• Critical Reading Activities

Students must be encouraged to read from a variety of sources. Implicit in this statement is the necessity of having a variety of source material available. Students need to be taught to block out facts as opposed to opinions. Marking pens are excellent for this activity. When studying an unfamiliar area of the world, students need to gather background data from encyclopedias, almanacs, history books, and other sources. Students need to identify the parts of the newspaper most likely to contain facts about important events as opposed to personal opinion articles. This activity can be done with a bulletin board display on which newspaper articles are placed under personal opinion and fact categories. For example:

Personal Opinion	**Factual**
advertisements	news stories
editorials	court announcements
letters to the editor	death notices
columns by well-known newsmen	
book reviews	

Students may prepare a bulletin board on a controversial subject. One side of the board would have articles taking one point of view while the other side would represent the opposite stance. The reading of these articles would precede a debate or classroom discussion. A study of sources and writers' expertise should be part of the research undertaken by the students.

In-depth reading of pictures and editorial cartoons makes for interesting discussion and debate in determining why a cartoonist expressed himself in this way. The following political cartoons of Pulitzer Prize winner Don Wright of the *Miami News* illustrate his political and social views. As cartoons are collected for the classroom, the opaque projector can be used to show them to the total class. If one is not available, cartoons can be put through the thermal heat process and a transparency developed for use with an overhead projector. The following cartoons are illustrative of drawings which can stimulate critical reading and thinking.

To better understand editorial cartoons students should collect and learn the symbols representing different ideologies and/or countries, such as the following:

Dove . . . . . Peace
Elephant . . . . . Republican Party
Donkey . . . . . Democratic Party
Uncle Sam . . . . . United States
Hammer and Sickle . . Russia or Communism

Stalag '70

As a cartoon is studied, several questions can be kept in mind:

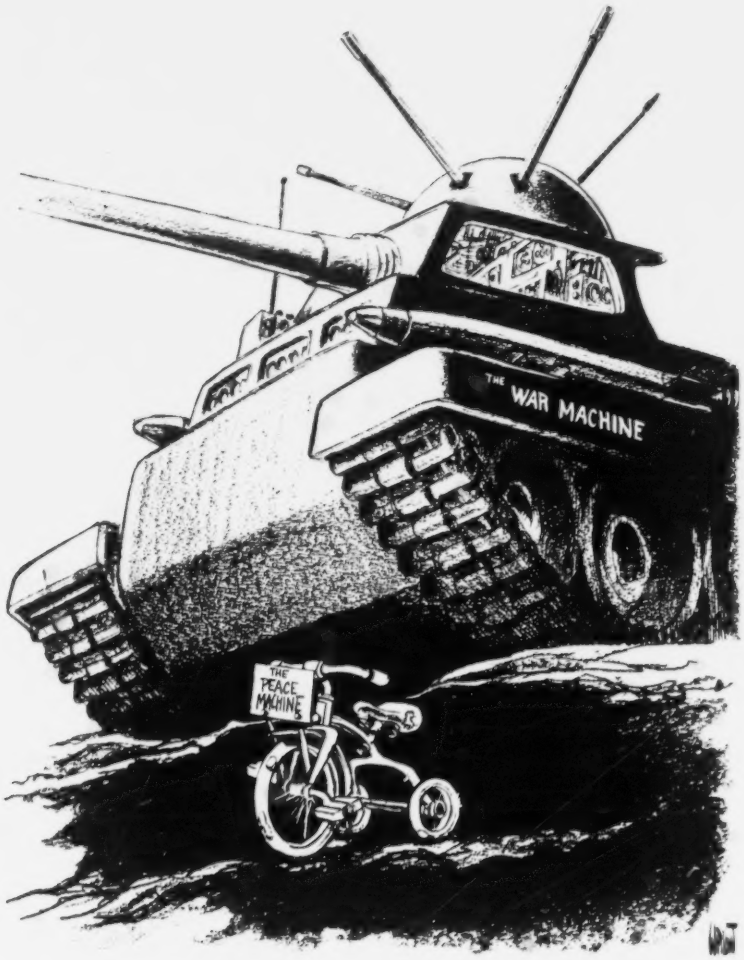
What is the cartoonist trying to tell us?

Which recent news story prompted the cartoon?

Is there an editorial which promotes the same point of view?

How does the cartoonist's point of view agree or disagree with my judgment?

MAY I GO OUT AND PLAY?
NO---THE AIR IS POISONED.
MAY I HAVE A DRINK?
NO--THE WATER IS FULL OF CHEMICALS.
IS DAD GOING TO TAKE ME FISHING SUNDAY?
NO---THE OCEANS AND LAKES ARE POLLUTED.
GUESS I'LL WATCH TV.
NO--THE ELECTRICITY WENT OFF.
WHAT A ROTTEN WAY TO LIVE.
KIDS TODAY ARE SO NEGATIVE.



Technology

JULY
IV

"Let's face it, lady, even if the smog lifts and they get the lights back on, nobody wants to get involved anymore."

"Come on, baby, this is where it's at."

Book, play, and film reviews are also useful for developing critical reading. Students can accumulate the review sections of newspapers over a period of a few weeks and then compare how the various reviewers agree or differ in their reviews of books, plays, and films.

Collecting newspapers while on vacation is a good activity for students. A great deal of comparing and contrasting can be done with the newspaper after students have collected papers from around a geographic area. Students may also send for papers from a number of cities, all published on the same day, and note interesting comparisons. The following list will give students a start on items they can study and compare in different areas:

weather conditions	mountains	mining products
industries	lakes	rivers
farm products	valleys	sports
animals	cultural interests	school activities

Editorials, especially, need to be read critically because they influence and mold public opinion. With various colors of crayon or felt pens, students can underline the problem, assumptions, opinions, facts, and conclusions of the editorial.

Generalizations about the economic systems under which various countries operate, such as capitalism, communism, and socialism, can be determined by the deductive process; that is, the process in which a student begins with a generalization and by logical reasoning arrives at other conclusions. Individuals and small groups can document a position arrived at by reading the newspaper. The students will need to keep a file of articles regarding various countries and compare and contrast the economic implications of each.

- **Propaganda**

Propaganda is defined as any organized effort to spread a particular doctrine or information. The term has now taken on unethical overtones, making anything designated by this label suspect and open to unusual scrutiny. Propaganda was taken to a humorous extreme recently when Associated Press Wirephoto sent out a picture of a student running for student body president at the University of Minnesota. The picture was titled "Jack Baker Comes Out–for Things That Count!" Included in the picture was the student holding an apple pie with the Bible under one arm and with his other arm around his mother who was holding a baby. In the background was an American flag and a picture of Abraham Lincoln looking over Mr. Baker's shoulder!

Students need to be alerted to the methods advertisers and others use in contending for money through the written word. The following list of slogans and emotional terms was gathered within a few moments from a single newspaper. Students need to analyze such terms to determine their degree of truth.

a titilating smash
"problem" perspiration solved
Save up to 50 percent
Super Buys!
Tremendous Values
Prestige Location
First Time Ever at this Low, Low Price
Don't ask how much it costs; ask how little it costs to operate.
Think Young
Buy Direct and Save $$$
Bankruptcy
Move up to Colony
Volume Prices!
We Need Your Car!

The Living Textbook, a teacher's manual published by the *Miami Herald*, lists the following techniques employed by the propagandist.

1. Name calling: the use of terms such as warmonger, pacifist, and fascist.
2. Identification: an identifying with heroes or events of the past–Jefferson, or Lincoln, for example–to lend credibility or prestige to the propagandist's purpose.
3. Glittering generalities: the use of words which sound good but mean nothing–often found in political campaigns.
4. Testimonial: endorsement by a famous person who says the idea or product is good.

5. Bandwagon: an appeal to crowd psychology–"Don't be left out;" "Join the group."
6. Repetition: a statement which if repeated often enough becomes the accepted truth.
7. Innuendo: conjuring an impression in a person's mind that has no basis –often called "smearing."
8. Distortion: a means of throwing facts out of their proper perspective by
   a. Giving them undue prominence
   b. Burying or treating important facts lightly
   c. Using misleading attention-getters to attract readers or listeners
   d. Mixing opinion with fact
   e. Omitting vital facts

   Note: Distortions sometimes appear in newspaper stories, but most are not intentional. Usually they are due to lack of information, haste in getting the story into print, or need for editing the story to fit allotted space.

Since propaganda revolves around the use or misuse of words, teachers should pinpoint the words employed by the propagandist. Students should become aware of the fact that words have two kinds of meanings:

1. Denotative–that which points to, or describes, something real.
2. Connotative–that which is suggested or implied in addition to its actual meaning.

Chapter 5

DEVELOPING VOCABULARY AND WORD IDENTIFICATION SKILLS

THE DEVELOPMENT of a large and accurate vocabulary is basic to comprehension and critical reading ability. The nurturing of a large vocabulary is best done in a classroom in which words are honored and the environment is verbally rich. In the classroom the teacher has control of

strategies of instruction,

variety of instructional techniques,

his own curiosity about word meanings which he communicates to students,

and the repetition and usage of new words he encourages in the classroom.

Two standards must be kept in mind when selecting any vocabulary activity. First, the activity must be of high interest and low learning difficulty. If the students are not intrigued by the activity or if they find it extremely difficult, they will probably not benefit appreciably. The activity should be so constituted as to give the students opportunities for meaningful practice so that carryover into the day-to-day language patterns is assured. Second, the activity must not present too many new words at one time. Like one-a-day brand vitamins, one-a-day brand words offer a better chance for the accumulation of a strong, viable vocabulary.

Word identification skills can be practiced using the newspaper as part of the vocabulary building sequence. The following activities can be utilized during the skill development portion of the directed reading lesson.

• Vocabulary Building Activities

Biblical and literary allusions abound in the newspaper and offer interesting reading enrichment problems to the more capable readers. For instance, former President Lyndon B. Johnson was quoted in a newspaper as saying:

> A neutral ship on a neutral sea could be as good a place as any, so long as two would come to the meeting, so long as both met halfway, so long as one did not insist the other *walk on water* [italics added] and work a miracle alone.

The president of an investment group was quoted in the financial section of the newspaper as saying:

> What we say is that it is in the public interest to permit mutual funds to tell a balanced story and not be compelled to *hide their light under a bushel* [italics added].

Some sports writers make comparative references to teams or individuals such as David and Goliath or Samson. Allusions are often made to Socrates and his hemlock. Collecting these allusions can broaden the student's reading interests and develop his vocabulary.

Vocabulary booklets can be developed from various parts of the newspaper—sports, financial, and editorial, for example. The words can then be alphabetized and used in written assignments.

Who, what, when, where, and why words and phrases can be collected for vocabulary study. The following were taken from the front page of a daily newspaper:

Who?
Joe Frazier
Muhammed Ali
Harold Lloyd

What?
registration for voting
fans are loyal
hijack suspect a "nice boy"

Why?
losing heavyweight championship fight
nagging him about his school grades
lost the decision

Where?
Madison Square Garden
Hanoi
Beverly Hills, California

When?
yesterday
last week
in 1917

Lists of words of feeling and action can be helpful in developing vocabulary. Consider the following list compiled from a newspaper page:

Words of feeling	*Words of action*
shy	whipped
bewildered	punches
frustration	flailing

A class dictionary can be developed in a large, loose-leaf notebook. Each section of the notebook can relate to a particular section of the newspaper, such as editorial, financial, women, or sports. A committee in charge of the classroom dictionary would accept multiple meaning words, pictures or cartoons illustrating words, literary allusions, or propaganda items. Much would be learned from skimming and reading the paper and searching for suitable material.

Vocabulary cards can be developed with the word from the newspaper on one side and the dictionary definition and a newspaper sentence using the word on the other side. A variation of tic-tac-toe can be played using the cards as questions. Whenever a correct response is given, the responder puts his "X" or "O" in the space he wishes.

Illustrating terms, especially those from a Sunday travel section, can be fascinating to students. The illustrations and accompanying news lines can be placed on a bulletin board for study. Some examples for illustration from a recent newspaper are

horizon	fjords
canyon	beach
covered bridge	waterfalls

For an interesting break in skill sessions have students dramatize or play charades with words they select from a designated page in the newspaper. Dramatization is an excellent way to develop a deeper and more lasting understanding of words. Clarification of meaning can be gotten with such phrases as the following:

three puzzled doctors
a phony call
all-purpose number
one giant leap

Crossword puzzles can be made by students using the words from a newspaper. Select a group of words from the newspaper and type or print them vertically and horizontally on a grid so that where the words cross each other the letters are identical. Block off the crossword puzzle on a duplicator master with definitions at the botton. The definitions should be checked for accuracy with a dictionary. The puzzle can then be duplicated for the whole class to try.

Selected words found in the newspaper can be written on the chalkboard. A check mark is placed after each word each time the word is used orally in class.

During the latter part of a lesson, students may make up riddles which describe words from the newspaper lesson. The other class members try to guess the word. The winner then gets an opportunity to give a riddle or choose someone else to do so.

A student may choose a word from a selected page of the newspaper. After he says the word, the other members of the class respond with words that rhyme and then write them on the chalkboard. For example, *sunny:*

honey
money
funny
bunny

To increase the difficulty, have the students use only rhyming words they can find in the newspaper.

A variation of the game "Going to Boston" can be played with the newspaper to help students develop precise use of adjectives and listening ability. From the sports pages an object beginning with the letter *b* can be accompanied with an adjective: "I went to Boston and took a *round baseball* with me." The next player repeats the first player's statement and adds to it: "I went to Boston and took a *round baseball* and a *spherical basketball* with me."

A game can be played using synonyms and words with close associations chosen from certain sections of the newspaper. From the financial pages a word such as *stocks* may be selected. The students then call out words, such as *bonds, mutual funds,* and *preferred stocks,* and explain why they are synonymous or closely associated with one another.

Select words from a newspaper page and write them on the chalkboard with one letter omitted, such as *hun-reds, wir-tap, w-r.* The students then supply the letter omitted, pronounce the word, and use the word correctly in a sentence. To develop scanning ability have the students find the word in the paper.

Bingo can be played with new vocabulary found in the newspaper. Divide a duplicator master into equal squares. Type the words in the squares, duplicate several pages, cut out the squares for each individual page, scramble the words, and paste them on cardboards the size of the original duplicator page. After making several cardboard sheets, the students can then play "Newspaper Bingo."

A quicker way to make the game would be to list the vocabulary on the chalkboard and have the students write the words randomly on sheets of paper which have been divided into equal squares.

Newspaper photos of people in the news can be cut from the paper and attached to a bulletin board. Underneath each picture the students can write lists of descriptive words which appear to fit the personalities of the newspaper celebrities.

Students can be encouraged to write short character descriptions of their favorite comic characters. These descriptive characterizations can

then be read aloud and the other students given the opportunity to guess who the cartoon characters are.

From a selected page of the newspaper have each student in class find one root word. Compile these into a class list. Under each word have students make two words from the root word—one using a prefix and the other, a suffix.

Dictionary use can be encouraged by having the better readers find a given number of unfamiliar words in the paper and then find the meanings and pronunciations in the dictionary. Card files of the new words can be kept for study.

From the newspaper the teacher or students may choose photos of unusual people or events. Place the photos on the bulletin board with questions to be answered, such as

Which picture includes a fence?	Which picture shows an anchorman?
What is a fence?	In what sport is an anchorman used?
Can a man be a fence?	Who is an anchorman in our school?

After a number of new vocabulary words have been collected by the class, write them on the chalkboard and have the students correctly use as many as possible in a short essay of one hundred words. Exchange papers and allow the students to check for correct usage.

Print a word from the newspaper on the chalkboard in column form. Print the same word in reverse order a short distance away. Have the students write words beginning and ending with the letters that are opposite each other. Add another dimension to the activity by having the students use only words from the newspaper.

n	near	r
e	ewe	e
w	wasp	p
s	sauna	a
p	prop	p
a	attacks	s
p	paw	w
e	edible	e
r	robin	n

An old-time favorite game is Categories. In a contemporary format four different categories can be written across the top of a sheet of paper, such as countries, cities, people in the news, and problems. Down the left side of the paper write a word such as *NEWS*. The students try to find words for each category from their study of the newspaper. After each word they put the page number and column from the newspaper in which they found the word. The person with the most correct words at the end of a given

time is declared the winner. Dictionaries and other reference materials can be profitably used. The game can be varied by using only one category and changing the word in the left-hand column.

	COUNTRIES	CITIES	PEOPLE	PROBLEMS
N		Norfolk (7,4)		noise (4,1)
E	England (2,3)			
W		Washington (1,2)		war (1,6)
S	Singapore (7,2)		Sinatra (10,1)	

A checkerboard chart may be used by students to graphically illustrate how many words they have learned over a period of time from reading the newspaper. Each square can designate one, five, or ten words learned. Various colors may be used for the squares. The colorful patterns can then be displayed on a bulletin board.

	effort		again		admission		toward
expected		concern		important		vote	
	shift		session		approved		question
abandon		issue		majority		once	
	tactics		previous		simple		source
annual		proposal		straight		support	

Checkers can be played on duplicated sheets (see illustration) with words found in the newspaper. The words are typed twice on the squares so that the players can see them from either position. Checkers are placed on the squares containing words. Whenever a student moves his checker on a word, he must either pronounce it, give a definition, or use it correctly in a sentence. The words can be listed on cards in alphabetical order with their definitions for checking in cases of disagreement.

Vocabulary can be built by having students underline selected words in a news item. The students are then instructed to give synonyms orally or find them in a dictionary or thesaurus.

Words which students do not understand and which are keys to making sense from the articles can be placed in notebooks, defined, used in original sentences, or made part of the regular spelling lessons.

• Word Identification Activities

In order to analyze words phonically, students must accurately hear the sounds in familiar words and associate the appropriate sound with the printed symbol. For example, in *take, tear, tight, toll,* and *tumble,* students should know that these words begin with the same sound and be able to identify the letter representing the sound.

Practice in analyzing words on a newspaper page is made quite graphic by using a felt tip pen. Students can easily mark letters, parts of words, or words. When a section is finished, it can be cut out and turned in for evaluation.

The examples on pages 34-35 are illustrative of word analysis areas which might need attention. Fundamentally, the instructor must decide which areas need to be taught or reviewed. This decision would be based on his diagnosis of the strengths and deficiencies of the students. His analysis could very well be predicated on a skills checklist as illustrated in Chapter Three.

Consonants
Single Consonants
in Initial Position
/B/ Boys
/F/ Find

Boys Find A 'Brother' In Middies

Youths in Annapolis Get Tutoring, Help

ANNAPOLIS, Md. — (AP) — Bobby is in the seventh grade. He's not sure where his father is, and until last year he had never been out of Annapolis.

Consonant Digraphs—
Initial Position
(two letters signaling one sound—phoneme)
/th/ there
/ch/ chance

Until last year, there was no one to take him anywhere.

But a Big Brother program at the U.S. Naval Academy is giving about 110 boys in Annapolis a chance to see and do things they might otherwise have missed.

Consonant Blends—
Initial Position
(consonant cluster where each consonant is heard)
/st/ started
/br/ brigade

IT BEGAN four years ago when several midshipmen decided they wanted to do something in the community. They started a chapter of the Big Brothers of America within the brigade.

Structural Analysis
Affixes
Prefix
/mid/ midshipmen

Vowels
Short Vowels
/e/ then
/i/ midshipmen

Since then, the program has expanded to include a nightly tutoring project in Annapolis, helping in a home for delinquent youths and involvement of more than 10 midshipmen with youngsters in town.

Suffix
/ing/ helping

Long Vowels
/i/ provides
/o/ occasionally

The Naval Academy Athletic Association provides tickets for the youths to attend home sporting events. the youths occasionally eat in the academy mess hall.

MIDSHIPMAN Mike Stewart, a senior and president of the Midshipman Big Brother chapter, says the program makes him feel "like I actually have made a difference in someone's life."

Steve Tindall has a 13-year-old little brother, Ernie, who towers over the midshipman.

Structural Analysis
Inflectional Endings
/s/ wants

"Ernie's at that age where he wants to be independent, but he still wants to be a child. We have discussions that he couldn't have with another guy.

"Ernie is real close to his mother, but things come up that she really can't help hm with."

MANY OF THE same midshipmen who are big brothers also tutor at an Annapolis church one night a week, helping kids with homework.

Compound Words
homework

They got involved in the community tutoring program last year when one of the directors called the academy asking for help.

The Youth Sanctuary project got going in much the same way. Someone called for help.

Someone

Youth Sanctuary is a home for boys between 11 and 15 who have gotten into trouble.

THE MIDSHIPMEN bring them to the academy for workouts in the gym or on the track each Saturday.

Contractions
can't
I'm

"I can't go here for four years and then into the Navy for five years and say I'm going to help when I get out," Tindall said. "I have to help now."

Syllabication
One Syllable–Mike
Two Syllables–Bro•ther
Three Syllables–pres•i•dent
Four Syllables–ac•tu•al•ly

Possessive
someone's

Chapter 6

DEVELOPING APPROPRIATE READING RATES

LIBRARIES, book stores, magazine racks, and newsstands cry out with the very volume of their reading materials for individuals who can read faster than they ever could before. No area in our society is left untouched by the plethora of reading matter available. The paperback book business alone accounts for 2,000,000 books sold each day of the year. And as mountains of various reading materials look down upon the reading public, little more than lip service has been done in teaching students that they can read more rapidly and that they need to develop flexible reading rates for different materials.

Evidence is mounting that students can increase their reading rate significantly while not losing their ability to comprehend. In fact, accuracy in comprehension often improves with an increase in rate. Increasing reading rates for some sections of the newspaper, magazines, and novels can be expected to release time for other reading activities. In subjects requiring extensive reading, such as history, an improved rate may well mean the difference between an average and an excellent grade for the student.

There are several factors which control a student's ability to increase his reading rate. Primarily, his rate of reading is determined by his word recognition and comprehension ability. The type of material being read also has a definite effect on the student's rate of reading. Editorials, speeches, and other serious pieces of writing require careful and more painstaking reading. Comics, humorous writing, and short filler material can be read more quickly. A student's familiarity with an area increases his ability to read more swiftly and accurately. For instance, knowledge of the concept of bull and bear markets on the financial page will help the student comprehend the material. Lip movement and subvocalizing can also slow reading rate as can limited amounts of practice in rapid silent reading.

Flexibility in reading is achieved by having students learn to vary their rates of reading according to their purposesand the knowledge they bring to the reading material. A novel can certainly be read quickly if the purpose is purely entertainment and the novel is light reading. A text on anthropology which subjects the reader to unfamiliar vocabulary and concepts must be read more slowly. But even within a novel or anthropology text there will be occasions when reading flexibility will be necessary. Some parts of the novel will be read slowly to savor the beauty of the writing or to keep characters and plot in line. The anthropology text will undoubtedly have sections which will need to be studied because of the reader's purpose at that time.

Since there is no rate appropriate to all reading situations, the four rates suggested by Harris* are particularly adaptable to newspaper reading because of its wide variety of content offering much practice material for developing rate flexibility.

Skimming is the fastest of the four rates. It includes reading selectively for specific purposes such as finding a reference, locating material, or reviewing material already read. When skimming, it may be desirous at times to skip material or slow down to other rates.

Rapid reading is the rate at which material is read for pleasure or relaxation. Familiar material is reviewed and information is obtained for temporary use.

A *normal rate* is used when a person wishes to find answers to specific questions, to solve a problem, or to read material of average difficulty. At this comfortable rate the student is able to appreciate the literary style of an author and should be able to retell a story later.

To master the main ideas and pertinent details of a selection requires that a student develop a *careful rate* of reading. At this slower rate he is also able to get details in sequence, evaluate material, outline and summarize, and read material with unusual vocabulary or style.

• Reading Rate Activities

Practice in skimming can be quite useful to students wishing to locate material quickly in the newspaper. The newspaper, because of its narrow columns and headlines, offers excellent material for developing and refining skimming ability. In the following article two parallel lines evenly

*A. J. Harris, *How to Increase Reading Ability*. New York: David McKay, 1970, 482.

Anna Freud Visits Old Vienna Home

ANNA FREUD, the 76-year-old daughter of **Sigmund Freud,** Tuesday returned to the home in Vienna from which the Nazis expelled her 33 years ago.

The daughter of Freud — the explorer of the subconscious — was guest of honor at the 27th International Psychoanalytical Congress, which opened in the former Imperial Palace Monday with 2,400 delegates from 23 countries.

Dr. Freud, a renowned psychoanalyst herself, broke a vow never to return to the city from which she had been expelled. Her return was a sign that psychoanalysts forgave Vienna for its treatment of the man who first explored the subconscious.

The congress was partly a pilgrimage, with daily outings to 19 Berggasse, near the heart of Vienna, where Freud, a Jew, lived and worked for nearly 50 years before he and his family fled in 1938 to London, where he died the next year.

On Tuesday, Anna Freud returned to her home, which has been transformed into a tiny museum. With tears in her eyes she entered the premises. It looked unchanged since she left. Even the brass plate on the front door read, "Prof. Sigmund Freud."

But it had taken years of work to fill the rooms with Freud's old furniture. Most of it was scattered after his exile and $15,000 had to be spent to bring it together again.

divide the column of type. The students need only one or two eye fixations per line to pick out the vocabulary which will give them the gist of the article.[1] Other students may find that following the index finger quickly down the center of the column is enough. Whatever method is used must be practiced regularly and with consistent self-persuasion so the practice can eventually be maximally effective. These two factors are the keys to skimming and building a rapid reading rate.

When graphic improvement in reading rates and comprehension scores are seen, students are more prone to continue to improve their skills and will, therefore, push themselves. To determine how many words are being read per minute, count the number of words per column inch and multiply the number of inches to be read to get the approximate number of words in a selection. For the rate of words per minute, divide the number of words read by the minutes taken to read the selection. An average rate in secondary school is around 200 to 250 words per minute.

After the material is read, a comprehension check is necessary to determine if the student has read the material too rapidly and sacrificed comprehension for speed. The five Ws discussed earlier serve as an excellent comprehension check. Using the five Ws, it is easy to compute the percentage of correct answers. A student should ordinarily get four or five out of five answers consistently correct (80 to 100 percent) to demonstrate adequate comprehension skill.

The *SQ3R* study method[2] is an approach commonly used when studying a book, but it can also be applied to studying the newspaper. With this study method a variety of reading rates is used. The *Survey (S)* portion of the method begins with a look at the title, subhead, and dateline. Then the student skims the article for uncommon words and pictures or graphs which may accompany the material. The *Survey* portion takes little time, and the student obtains a familiarity with the material which will help him when he reads at a slower pace. The student then formulates a *Question (Q)* which may be generated by the headline, subhead, or first line of the article. He then *Reads* (first *R*) to answer his question, *Recites* (second *R*)

---

[1] Few authorities in reading would agree that this technique is good for all students. As students become more sophisticated in their reading, they will pick up the general idea of the material without noting every word and the technique may be of value. Those students who can use this method successfully could be those who already bring a rich background to the printed page. Readers with less experience may need to read every word.

The crux of many newspaper articles is found in the first paragraph or two. What follows is often explication and repetition. Knowledge of the organization also enables the students to read faster.

[2] For a complete discussion of the method see *How to Read a Book* by Eileen E. Sargent, Helen Huus, and Oliver Andresen. Newark, Delaware: International Reading Association, 1970.

his answer to himself by looking away from the material (to assist memory), forms another question, reads for that answer, and recites again. If the student has difficulty generating his own questions, he may use the five *W*s referred to earlier. At the conclusion of his reading the student *Reviews* (third *R*) what he has read and summarizes in his mind or on paper.

Students who read silently at an exceptionally slow pace can be helped by listening to a tape recording of the teacher's reading of a newspaper article at a more rapid pace while they follow the same article in the paper. The students are not apt to regress in their eye movements or worry about unknown words. They may later practice reading the same material orally and silently without the assistance of the tape recorder.

The opaque and overhead projectors are useful when practicing reading acceleration. The teacher can project an article on the screen for a short length of time and ascertain how many students get the general message.

The "revelation" technique is good with the overhead projector. Cover the transparency with a 5" × 8" card as it sets on the projector stage. Move the card at an even rate to reveal the material on the transparency. Increase the rate so the students will have to exert themselves to keep up with the card.

The teacher may select uncommon words in categories, such as people, places, and events, on a given page of the newspaper. The students are then timed to skim and circle these words on their own copies of the newspaper.

Another practice activity is to have the students read any page they wish for one or two minutes. Then have students fold their papers and tell their classmate(s) or list on a sheet of paper as many facts as they can remember.

Some specific skimming activities which students may do are to

skim for local, state, national, or international news;

skim datelines for stories which originate in a country being studied;

skim for names of outstanding politicians, sports figures, or famous personalities;

skim for the best and worst news of the day;

skim for advertisements of the lowest priced car of a particular make and year;

skim for the best price of a specific brand of canned fruit in the grocery ads, or

skim for the name of a person known personally by the students.

Chapter 7

READING AND THE LANGUAGE ARTS

IN THIS MONOGRAPH, reading is considered part of the total language process. By definition, reading is the ability, which includes desire, to comprehend printed symbols. When the focus on reading is enlarged to include the interrelated areas of listening, speaking, and writing, then the mind's retentive capabilities are aided considerably.

The first of the language processes to function in a person is listening. The baby needs to listen first before he can make intelligible speech. Small children who cannot distinguish aurally between the bark of a dog and the meow of a cat cannot differentiate the sound of the printed *p* and *t*. From the learning of such discrete elements of sound to recognizing the intonations of a melodic, loving "good night" as opposed to a final "good night!" requires the learning of numerous auditory skills.

Speaking is the second of the language processes to be acquired. The act of verbalizing is fundamental for integrating learning experiences, and sets the thinking processes in motion. When the student puts his listening and reading capabilities into operation and expresses himself orally, he adds immeasurably to his total language ability and potential. Activities to increase this ability through speaking abound with newspaper content.

Reading is the third of the language processes to be learned and followed. It is often coupled with writing. Writing is the most difficult of the four aspects of language but adds a dimension which increases considerably the effectiveness of the others.

• Listening Activities

Once a day read to the class a short newspaper article containing the five *W*s and *How*. At the end of the reading allow the students to write down their answers to these questions. Have each student graph his progress. Some research indicates that consistently practicing listening skills not only increases listening ability but results in improvement in other language arts areas as well.

Three or four students can be sent from the room. Read a short article from the paper and then allow one person to return at a time to hear a summary of the article from a class member. The first student then invites

another member back and relates his understanding of the summary and so on until all have returned. Reread the article to determine if or where accuracy in listening broke down.

Compare and contrast news items read in the paper with those heard on television and radio. To increase the effectiveness of this activity have students tape record the programs so they can be listened to in class.

Ear training to discriminate various affixes can be done using the newspaper. For example:

"Listen and raise your hand when you hear the prefix *mis:*
mistake, misstep, mixture, mistreat."

"Listen and raise your hand when you hear the suffix *ing:*
being, doing, jumping, flirtation."

A comic strip can be read aloud to the students up to the last frame. At that point stop for discussion as to what might happen next.

The Dow Jones, New York Stock Exchange averages, or other such figures can be read aloud starting with just a few figures at a time. Have the students repeat them in order or write them down at a given signal. As students gain memory ability, increase the number of figures to remember at one time.

To help students listen and anticipate words, write on the chalkboard those words that will be missing from an article read orally. As the article is read, the teacher pauses at the places where words are missing. The students, in two teams, take turns in determining the missing word. The team with the most correct answers is the winner. For example:

Missing words	**Article**
mystery allure development climate architecture early lands accessible	What was it that linked South Florida to Spain in the . . . (early) days of Miami's . . . (development). One thing was probably Spain's romantic . . . (allure). Foreign . . . (lands) were not so . . . (accessible) as they are now. Familiarity had not infringed upon . . . (mystery). And then there was the Spanish . . . (architecture), sequestered, serene, attentive to the needs of a hot . . . (climate).

After the daily newspaper has been read by the class, divide into two teams. Then give a description of a person who was in the news. The person may be described by his profession, physical attributes, or his particular competencies. Limit the description to three specific items. Have the teams take turns identifying those people being described.

• Speaking Activities

Older students who may not be superior readers but who can read the comics with little difficulty can be encouraged to read the comic pages to

younger children. This type of tutorial project can benefit both groups in both human and intellectual ways. Practice sessions should be held first with the readers to go over techniques of expression and other reading skills. Small children are entranced when older boys and girls take an interest in them.

Letters to the editor often arouse strong positions. Students may clip out those which appeal to them and after discussing the letter writer's point of view and logic, give their own positions.

Classified advertisements are excellent sources of material for role-playing episodes. After a discussion of how to interview for a position, two students can take the roles of employer and interviewee based on information found in the paper. They can also make sales presentations on houses, cars, or other sale items found in the newspaper.

Household hints and beauty tips found in the newspaper can be read through once. Have the student then relate the hints and tips to the class in sequential order.

During the baseball World Series games, have the students read the newspaper each day to gather information on the performances of the players involved. At the end of the series a panel can be formed where each student discusses and documents his selection for the "most valuable player" award.

Students read about many prominent citizens in every issue of the paper. Have the students read through the news, select a person, and give a series of facts about him until class members can identify the prominent person.

Teenage problems answered by newspaper columnists offer rich material for classroom panels and discussions. This activity can lead to a classroom letter box in which the students' anonymous letters are placed for future discussion.

Newspaper articles are often written very concisely and so serve as excellent practice material for reading aloud as in simulating a radio or television announcer. A "broadcasting team" can read the news, weather, sports, and significant news happenings from around the world. Students can prepare their material before class on a tape recorder. News of the day can be shared quite interestingly and expertly in this way.

Reluctant readers can be encouraged to read aloud by declaring a Newspaper Humor Day. During the week have the students gather the most humorous items they can find in the paper. Many of these will be short and, therefore, not too difficult for some readers to prepare.

Students can be encouraged to speak by taking a favorite comic strip and covering the words spoken by the characters with blank paper. Place

the cartoon frames in sequence in an opaque projector and have the students make up the words they construe the characters as saying.

Quite often material found in the newspaper can be used for choral reading. The dialogue in the comics, poetry page, or the creative use of the newspaper advertisements can make for interesting verse choir work.

News events which will ultimately have historical interest can be dramatized after some rewriting of parts by the students. Many news events can be role played, and students can reverse their roles to get a better perspective on the events. Putting these experiences on tape can heighten the evaluation period.

Intonation can make a considerable difference in meaning when reading newspaper articles. Have students locate sentences in the newspaper and read them in ways which would give different meanings. The change of stress on various parts of the following sentences can change the meaning.

"The temporary increases, the Postal Service said, are necessary . . ." Stressing the word *temporary* with cynical intonation would cast some doubt on the veracity of the statement.

Another example is the quotation of a ruler of a country whose influence can easily tip the balance in world power. He is quoted as saying, "I will never relinquish responsibility. I will never allow centers of power in this country." Stressing the word *I* in this quotation could give one the idea that *others* could relinquish responsibility and perhaps would do so, but the present ruler would not.

Extemporaneous speaking can be encouraged by cutting short excerpts from the paper, shuffling them in a box, having the students pick out an item and, after reading it quickly, give a short talk on the basis of the newspaper stimulus.

• Writing Activities

Descriptive writing can be motivated by having the students write short, descriptive passages about favorite cartoon characters. Descriptions might include the type clothing worn, foods enjoyed, mannerisms in walking and talking, family life, childhood experiences which make the character what he is today, and other psychological data. Such writing can be made quite humorous.

As students read and study the newspaper's book review column, they may wish to write their own reviews. A call to the reviewer at the local newspaper may determine which books are scheduled for review in the near future. Book reviews can be written in advance by the students and then compared with those which appear in the newspaper.

The teacher who wishes to improve his student's punctuation and capitalization can duplicate an article, removing all punctuation and capital

letters. After the students have corrected the papers, they can compare them with the original newspaper article.

After reading in the newspaper about a local personality, have the students prepare a series of questions they would like to have clarified. If possible, arrange an interview and then write an article based on the questions answered during the conference.

From an assigned page or section of the newspaper, have the students make lists of descriptive words, metaphors, similes, personifications, and hyperboles.

Identifying expressive and vivid verbs, clipping them from the paper, and adding them to their own vocabulary list can be helpful to students wanting to develop their writing power.

Newspaper advertisements often have pictures of inanimate objects which can be brought to life through creative writing. Have the students choose an object, such as a camera, portable mirror, or binoculars, and make the item come alive in a first person story.

Who bought me?
What did I see?
What problems did I encounter?

In conjunction with the reading of history, the students might write imaginary news stories about famous characters, such as Paul Revere, Alexander Hamilton, Napoleon Bonaparte, or Alexander the Great. This project will necessitate reading from various sources to get authentic background information and reading newspaper stories to develop the style of newspaper composition.

Excellent story starters can be found in headlines and advertisements. These suggestions can be shortened and laminated on cardboard for longer use. As the boards are passed around the class, the students can choose those that interest them in particular. The following story starters were clipped from newspapers by a student:

What happened when . . .	The only difference . . .
Your life is many stories . . .	Have you ever wished you could . . .
A day in the life . . .	Now I know why . . .
Just ask any mermaid . . .	Seek and ye shall find . . .
All in less than a second . . .	No "ifs," "ands," or "buts". . .
The sky is falling . . .	How much is enough?

Francis Bacon wrote: "Reading maketh a full man, conferences a ready man, and writing an exact man." The newspaper is a medium which can help a student become a full, ready, and exact person. The need is for teachers who can creatively fulfill this task by encouraging students to learn and develop their skills through the newspaper.

Appendix

• BOOKS AND MATERIALS

Allen, R., and L. Greene. *The Propaganda Game.* WFF'N PROOF, Box 71-RT, New Haven, Connecticut 06501.

With this game students learn the fascinating techniques used by professionals to influence public opinion by learning to recognize "bandwagon" appeals, faulty analogy, out-of-context quotes, rationalization, technical jargon, and emotional appeals. The game is particularly fascinating for classes in social studies, English, problems of democracy, and debate. Robert Allen is Director of Academic Games of Nova University, and Lorne Greene is associated with NBC and Paramount Studios. Write for free brochure.

American Newspaper Publishers Association Foundation, 750 Third Avenue, New York, New York 10017.

The ANPA Foundation sponsors "Newspaper in the Classroom" workshops around the country and will send to interested teachers a brochure, "Teaching Materials for the Newspaper in the Classroom Program," which describes its activities and gives the prices of the following materials and others being developed:

Daily Newspaper in the School Curriculum
The Teacher and the Newspaper
A Two-Week Teaching Unit for Elementary Grades
Units on the Study of the Newspaper for English Classes, Grades 7-12
How to Get More Out of Your Newspaper
Remedial Reading and the Newspaper

ANPA Foundation Newspaper Test, Cooperative Tests and Services, Princeton, New Jersey 08540.

Information about the Newspaper Test may be secured from the ANPA offices in New York (previous reference), and tests may be ordered from the Princeton address. The test is designed for junior and senior high school students as a measure of newspaper reading competency at the start and close of any given "Newspaper in the Classroom" program. The test will help teachers determine methods of using newspapers to strengthen the "Newspaper in the Classroom" program and develop student newspaper reading skills.

The Newspaper Test is based on a student's reading a simulated newspaper of four pages, tabloid size, containing a representative collection of news, commentary, and other articles similar to those contained in a typical newspaper.

Chicago Tribune Educational Services, 654 Tribune Tower, 435 North Michigan Avenue, Chicago, Illinois 60611.

The Chicago Tribune Educational Services offer a number of school services and materials for the teacher. Explanatory material is available on request.

Activities for the Chicago Tribune in the Classroom
(Language Arts–Third and Fourth grade reading level)
(Language Arts–Fifth and Sixth grade reading level)

Programs for Excellence: Language Arts and Social Studies in the Elementary and Middle School

Catalysts for Change: Secondary Level Social Sciences

Innovate! A Generative Guide to Inquiry Teaching of Communication Skills

Conner, B. G., and R. E. Bullington. *The Living Textbook: A Teacher's Manual for the Use of the Newspaper in the Classroom.* Administrator-Educational Programs, *Miami Herald*, 1 Herald Plaza, Miami, Florida 33101.

This booklet is designed for teachers of junior and senior high school students but can be used profitably in upper elementary grades. The material contains sections on propaganda, proofreading symbols, activities for the various language arts and social studies, and numerous teaching aids.

The Miami Herald Educational Services offer a number of school services and materials for the teacher. Explanatory material is available on request.

Cooper, Lee Ann, and J. D. Cooper. *Reading Bulletin Boards.* Dansville, New York, 14437. The Instructor Publications, 1971.

This collection of 50 instructional displays for improving the teaching of reading skills has a number illustrating how newspapers can be effectively used. The four general areas covered are motivational devices, developing decoding skills, building reading vocabulary, and developing comprehension and study skills. Although designed for the elementary teacher, it can be used profitably by the high school instructor (48 pages with selected bibliography).

Cummings, H. H., and H. Bard. *How to Use Daily Newspapers.* National Council for the Social Studies, Department of the National Education Association, How to Do It Series–No. 5. Washington, D.C., 1960.

This eight-page leaflet gives practical ideas on how to encourage students to form the habit of reading a newspaper, how to develop reading skills, how to evaluate the news, and how to effectively use newspapers in the classroom. The leaflet, costing twenty-five cents, is one of a series of practical and useful sources of classroom techniques for social studies in elementary and high school classes. A selected bibliography is included.

DeRoche, E. F. *Project Update: The Newspaper in the Elementary and Junior High Classroom.* Dubuque, Iowa: Kendall/Hunt Publishing, 1970.

This 127-page book is filled with practical exercises for using the newspaper in the classroom. The chapters contain information for developing units at primary and middle grades and procedures for teaching arithmetic, science, health, safety, social sciences, language arts, music, and art. A fascinating unit on papermaking concludes this paperback book.

Fader, D. N., and E. B. McNeil. *Hooked on Books: Program and Proof.* New York: Berkeley Publishing, 1968.

Although the major thrust of this book is on the use of paperback books for youngsters who have been turned off by the traditional

course offerings, it does contain valuable information on using a wide range of materials. The authors point out that "The newspaper is in many ways an ideal text for the English class; its format, style, and content all qualify it as an excellent vehicle for teaching reading and writing with special attention to the social point of view."

Kottmeyer, W. *Handbook for Remedial Reading.* St. Louis, Missouri: Webster Publishing, 1947.

Although an older book, the section on Critical Reading Skills is still excellent. Three units especially useful at the upper elementary school and high school levels include 1) Analysis of Propaganda in Advertising (bad names, glad names, transfer, testimonial, plain folks, stacking the cards, and bandwagon); 2) Reading Editorials; and 3) Interpreting Cartoons. (See also Nila Banton Smith, *Reading Instruction for Today's Children,* Prentice-Hall, 1963, for another explanation of propaganda techniques and the teaching of critical reading skills in the classroom.)

Raths, L. E., and others. *Teaching for Thinking: Theory and Application.* Columbus, Ohio: Charles E. Merrill, 1967.

Teaching for Thinking shows how to encourage thinking within the framework of the existing curriculum. It removes the process from the realm of the abstract and provides practical, specific techniques for helping to develop a student's thinking skill. Two sections of the book focus on elementary and secondary classrooms and give hundreds of practical applications of techniques to foster thinking at both levels.

Smith, Ruth B., and Barbara Michalak. *How to Read Your Newspaper.* New York: Harcourt Brace Jovanovich, 1970.

This 283-page workbook has many exercises which can be used with the newspaper. The exercises are keyed to various parts of the newspaper. The 20-plus chapters include study of every newspaper section with additional information on developing a clipping file and how to be a critic.

The New York Times Curriculum Aids. College and school Service, 229 West 43 Street, New York, New York 10036.

The New York Times School Program offers classes copies of the *New York Times* every day at nominal cost and a 12-page review of the week's news, *The New York Times Current Affairs Test* (monthly), plus background supplements relating to the curriculum. For teachers there are booklets describing successful use of the newspaper in various subjects and grades such as the following:

Get More Out of Your Newspaper
The New York Times in the Economics Classroom
The New York Times in English Classes
The New York Times Enriching the Curriculum
The New York Times in Problems of Democracy Courses
The New York Times in the "New" Social Studies

Today Is the Best Textbook. Educational Services, Detroit Free Press, 321 West Lafayette, Detroit, Michigan 48231.

The Detroit Free Press Educational Services Program offers teachers a packet containing the following materials:

Detroit Free Press: The Story of a Newspaper

Using the Newspaper's Weather Column: A Teacher's Guide
Using the Newspaper in the Classroom:
Junior High School Teacher's Manual
Your Newspaper: Information Booklet for Teacher Use

Wolfe, D. M., *Language Arts and Life Patterns: Grades 2 through 8*. New York: Odyssey Press, 1961.

The entire book is made up of practical, tested ideas for use in the classroom. Of special interest is Chapter 9, "Comics and Comic Characters in the Classroom." This book is an excellent resource which has many newspaper-adaptation possibilities.

Wright, Don. *Wright On! A Collection of Political Cartoons*. New York: Simon and Schuster, 1971.

This is the first collection of Don Wright's political cartoons to be published. The drawings generate a great deal of critical thinking, whether a person might agree or disagree with their philosophical or political intent. A superb resource for a teacher and his class.

• PERIODICALS

Albera, T.F. "Yes—Kindergarteners Can Learn From a Newspaper Unit," *Grade Teacher*, 84 (March 1967), 30.

Angus, Sylvia. "Newspaper in the Classroom," *Journal of Higher Education*, 30 (February 1959), 99-101.

Baxter, F. B. "Vocabulary Development through the Reading of the Daily Newspaper," *English Journal*, 40 (January 1951), 570-571.

Bradburn, J. L. "Teach from the Newspaper," *Balance Sheet*, 43 (November 1961), 109-110.

Burke, Etta M. "Project for Slow Learners," *English Journal*, 55 (September 1966), 784-785.

Burns, P.C. "How to Read and Judge a Newspaper," *Grade Teacher*, 82 (March 1965), 106-107.

Cram, Yetta. "Newspaper as a Teaching Aid," *National Association of Secondary School Principals Bulletin*, 51 (October 1967), 64-66.

Crisuola, N. "How to Teach the Art of Reading a Newspaper," *Grade Teacher*, 22 (October 1964), 30-31.

DeBoer, J. J. "Using Modern Channels of Communication: Newspapers," *Elementary English*, 27 (March 1950), 158-170.

Diederich, P.B., and M. Maskovsky. "Measuring the Effects of Newspapers in the Classroom," *Social Education*, 34 (February 1970), 173-176.

Fasan, W. R., and Helen F. Isbitz. "Reading Activities Using the Newspapers," *Instructor*, 76 (January 1967), 24-25, 49.

"Getting the Most from Newspapers," *NEA Journal*, 50 (December 1961), 32-33.

Gothberg, J. A. "Use of the Daily Newspaper to Teach the Culturally Disadvantaged about Government," *Journal of Secondary Education*, 43 (October 1968), 270-274.

Johnson, Laura S. "The Newspaper: A New Textbook Every Day—Part I," *Journal of Reading*, 13 (November 1969), 107-112, 164.

Johnson, Laura S. "The Newspaper: A New Textbook Every Day—Part II," *Journal of Reading*, 13 (December 1969), 203-206, 240-245.

Leeson, Jeanne T. "Newspapers 'Sell' Communication Skills," *Instructor*, 80 (January 1971), 105.

Madden, Regina D. "Pivoting Education on the Newspaper," *Journal of Education*, 130 (October 1947), 224.

Matlock, H. J., Jr. "Teaching Use of the Newspaper," *Clearing House*, 35 (October 1960), 92-95.

Moeller, Leslie B. "Effect of the Press on Johnny's Education," *Vital Speeches*, 20 (February 1954), 238.

Muessig, R. H. "Can High School Students Read a Newspaper Critically?" *Social Studies*, 56 (January 1965), 3-5.

Suchara, Helen T., and A. Romatowski. "Magazines and Newspapers for Children," *Childhood Education*, 46 (May 1970), 443-447.

Tiedt, S., and Iris M. Tiedt. "Teaching Current Events," *Social Studies*, 8 (March 1967), 112-114.

Varner, Marian G. "Students Discover Newspapers," *English Journal*, 39 (September 1950), 391-392.